



INTERNATIONAL BACCALAUREATE ORGANIZATION

# DIPLOMA PROGRAMME

## History

For first examinations in 2003

*History*  
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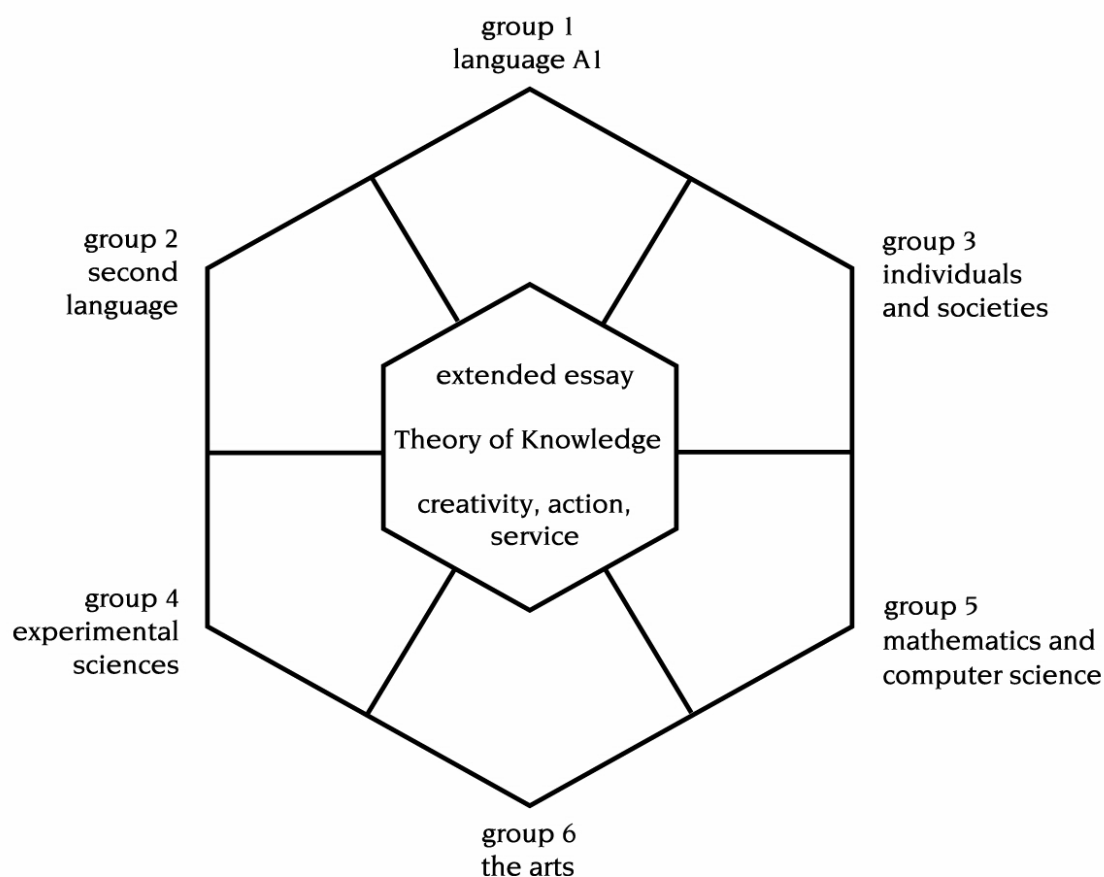
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# INTRODUCTION

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The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The Diploma Programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



Diploma Programme candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). Higher level courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma Programme candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. Participation in the creativity, action, service (CAS) requirement encourages students to be involved in artistic pursuits, sports and community service work.

*For first examinations in 2003*

# NATURE OF THE SUBJECT

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The study of history from an international perspective is increasingly important today. In the contemporary context, one of globalization and technological development, different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past.

The aim of history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.

The process of historical inquiry, explanation and interpretation is a never-ending activity, for which historians develop values and conventions which themselves change over time. Students of history investigate a variety of sources, some of which may be of a contentious nature. As new generations seek to explain and analyse the past, they will face problems of determining the accuracy of what is claimed to be reliable historical knowledge and assessing conflicting interpretations of past events. The opportunities for opinions and interpretations which are culturally driven are many and they require sensitive but critical analysis.

Each generation rewrites its own history in the light of new evidence and of subsequent events and processes, and under the influence of its particular attitudes and prejudices. Students should become aware that historical accounts involve judgments based on qualitative evidence and that these judgments might be revised. By studying history they are taught to understand why the work of historians differs over time and in different parts of the world, and how it is impossible for historians not to be affected, to some extent, by political and economic conditions in their own country.

During the course, the student of history in the Diploma Programme is encouraged to reflect on the role of the historian. Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of material? Could it be reasonably argued that the individual perception of a historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Is the power of persuasion a characteristic of a good historian?

The content of history is intrinsically interesting and many students become fascinated with the discipline, developing a lasting interest whether or not they continue to study it formally. The Diploma Programme history course helps to foster respect and understanding of people and events in cultures different from their own.

# AIMS

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The aims of all subjects in **group 3, individuals and societies** are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

The aims of the Diploma Programme **history** course at higher level and standard level are to promote:

1. the acquisition and understanding of historical knowledge in breadth and in depth, and from different cultures
2. a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
3. international awareness and understanding of people living in a variety of places at different times
4. a better understanding of the present through an understanding of the past
5. an ability to use and communicate historical knowledge and understanding
6. a lasting interest in history.

# OBJECTIVES

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There are nine assessment objectives for the higher level Diploma Programme history course and eight for standard level.

Having followed the **history** course at higher level or standard level, candidates will be expected to:

1. comprehend, analyse, evaluate and integrate source material critically as historical evidence
2. demonstrate historical understanding of 20th century world history through the acquisition, selection, effective use and synthesis of knowledge
3. explain different approaches to, and interpretations of, historical events and topics
4. place events in their historical context
5. explain the causes and effects of historical continuity and change
6. present arguments that are clear, coherent, relevant and well substantiated
7. present historical explanations from an international perspective
8. plan, organize and present an individual historical investigation.

In addition to the above candidates at higher level will be expected to:

9. demonstrate an in-depth historical understanding of approximately 100 years of history (from between circa 1750 to 1995) of one region, through the acquisition, selection, effective use and synthesis of knowledge.



# SYLLABUS OUTLINE

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## Higher Level

*The higher level Diploma Programme history syllabus consists of three prescribed subjects, six 20th century world history topics, five regional options and a historical investigation. Higher level candidates are required to study one prescribed subject, two 20th century world history topics, one regional option and undertake one historical investigation.*

### 1 Prescribed subjects

Prescribed Subject 1	The USSR under Stalin, 1924 to 1941
Prescribed Subject 2	The emergence and development of the People's Republic of China (PRC), 1946 to 1964
Prescribed Subject 3	The Cold War, 1960 to 1979

### 2 20th century world history topics

Topic 1	Causes, practices and effects of war
Topic 2	Nationalist and independence movements, decolonization and challenges facing new states
Topic 3	The rise and rule of single-party states
Topic 4	Peace and cooperation: international organizations and multiparty states
Topic 5	The Cold War
Topic 6	The state and its relationship with religion and with minorities

### 3 Regional options

- Africa
- Americas
- East and South East Asia and Oceania
- Europe (including Russia/USSR)
- South Asia and the Middle East (including North Africa)

### 4 Historical investigation

# SYLLABUS OUTLINE

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## Standard Level

*The standard level Diploma Programme history syllabus consists of three prescribed subjects, six 20th century world history topics and a historical investigation. Standard level candidates are required to study one prescribed subject and two 20th century world history topics and undertake one historical investigation.*

### 1 Prescribed subjects

- |                      |   |
|----------------------|---|
| Prescribed Subject 1 | The USSR under Stalin, 1924 to 1941   |
| Prescribed Subject 2 | The emergence and development of the People's Republic of China (PRC), 1946 to 1964 |
| Prescribed Subject 3 | The Cold War, 1960 to 1979  |

### 2 20th century world history topics

- |         |   |
|---------|---|
| Topic 1 | Causes, practices and effects of war  |
| Topic 2 | Nationalist and independence movements, decolonization and challenges facing new states |
| Topic 3 | The rise and rule of single-party states  |
| Topic 4 | Peace and cooperation: international organizations and multiparty states                |
| Topic 5 | The Cold War  |
| Topic 6 | The state and its relationship with religion and with minorities                        |

### 3 Historical investigation

# SYLLABUS DETAILS

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## Introduction

The curriculum model for Diploma Programme history is a core curriculum of prescribed subjects and 20th century world history topics for higher level (HL) and standard level (SL), with the addition of one regional option at HL. The differences between the HL and SL courses are in content. The aims of the course are equally applicable to both HL and SL. The objectives of the HL and SL courses are similar but candidates following the HL course are expected to study history for a greater number of hours (240) than those at SL (150).

## Requirements

1. Teachers are required to design a course of study that includes:

### **HL and SL**

- **one** prescribed subject from a choice of three
- **two** 20th century world history topics from a choice of six

### **HL only**

- **one** regional option from a choice of five

2. Teachers should use the above requirements to devise a syllabus which suits their needs.
3. For both the HL and SL courses knowledge beyond 1995 is not required.

## Recommendations

1. Students should study the prescribed subject, two or three 20th century world history topics (although they will only be examined on two topics) and for HL about one hundred years or about eight sections of the regional option.
2. At least one of the 20th century world history topics selected for study should relate to a prescribed subject.
3. The actual selection of the three (HL) or two (SL) parts of the syllabus depends on factors such as location of the school and the expertise of the teacher but the parts should complement each other and they are probably taught most successfully in an integrated syllabus throughout the two-year course.

# Prescribed Subjects

## Use of source material

One of the objectives of the history course is to develop candidates' ability to comprehend, analyse, evaluate and use source material critically as historical evidence. Study of a prescribed subject using sources is intended to develop candidates' ability to:

- comprehend and explain the meaning of terms and references in sources
- analyse sources: classify them, draw inferences from them, compare and contrast them, test their judgments, and explain their meaning and significance
- evaluate the reliability and usefulness of particular sources: make judgments about them that involve the use of external standards and criteria
- place sources and content in a wider historical context, thereby achieving understanding of them beyond what is possible from internal analysis alone
- construct an argument or short essay using and synthesizing material in the sources together with their own knowledge.

Under each prescribed subject a list of areas on which source-based evidence will focus is provided. However, not all areas will be covered in each examination session.

## Prescribed Subject I — The USSR under Stalin, 1924 to 1941

This prescribed subject addresses developments under Stalin's dictatorship up to the German invasion of the USSR during the Second World War. It could take into account social, economic and political developments within the USSR as well as foreign relations. This prescribed subject could be linked to 20th century world history topics 3 and 6 as well as the Europe (including Russia/USSR) regional option.

Areas on which source-based questions will focus are:

- struggle for leadership
- collectivization, agricultural policies
- Five Year Plans, industrialization, rearmament
- nature of the Soviet State, constitution, extent of Stalin's power, cult of personality
- purges, impact on society
- foreign relations, USSR and Nazi Germany, Nazi/Soviet Pact.

## **Prescribed Subject 2—The emergence and development of the People's Republic of China (PRC), 1946 to 1964**

This prescribed subject addresses internal issues in China between 1946 and 1964 and pays particular attention to the role of Mao Zedong (Mao Tse-tung) in the emergence and development of the People's Republic of China. It requires the study of political developments, rectification campaigns, economic reconstruction and social reorganization in China during this period. This prescribed subject could be linked to 20th century world history topics 1 and 3 as well as areas of the East Asia, South East Asia and Oceania regional options.

Areas on which source-based questions will focus are:

- the Chinese Civil War
- political unification, consolidation of power, economic reconstruction, social reform
- the first Five Year Plan
- mass campaigns: 3 and 5 Antis, Hundred Flowers Campaign
- the Great Leap Forward: economic, social, political effects
- ideology.

## **Prescribed Subject 3—The Cold War, 1960 to 1979**

This prescribed subject addresses East–West relations in the period 1960 to 1979. It focuses on the changing character of the Cold War and its impact in different areas of the world. This prescribed subject could be linked to several 20th century world history topics (1, 2, 3, 4, 5) and regional options.

Areas on which source-based questions will focus are:

- peaceful co-existence: challenges and détente
- nuclear disarmament and arms control: SALT (strategic arms limitation talks); START (strategic arms reduction talks)
- developments in Latin America, especially Cuba
- the Vietnam War
- developments in Germany and the eastern bloc
- Sino–Soviet relations.

# 20th Century World History Topics

Candidates are required to study a selection of 20th century world history topics chosen from the following list:

<b>Topic 1</b>	Causes, practices and effects of war
<b>Topic 2</b>	Nationalist and independence movements, decolonization and challenges facing new states
<b>Topic 3</b>	The rise and rule of single-party states
<b>Topic 4</b>	Peace and cooperation: international organizations and multiparty states
<b>Topic 5</b>	The Cold War
<b>Topic 6</b>	The state and its relationship with religion and with minorities

It is recommended that candidates study two or three topics, at least one of which should relate to a prescribed subject. The topics should be studied through a selection of case studies drawn from different regions. Candidates are not expected to cover all the examples listed in material for detailed study and knowledge of the topics beyond 1995 is not required.

Candidates will be expected to present historical explanations from an international perspective; the topics should therefore be studied through a selection of case studies drawn from different regions (*see Appendix*).

Teaching should encourage a holistic approach, with political, social, economic, cultural and gender issues integrated into the study of each topic where and when appropriate.

## Topic I Causes, practices and effects of war

War was a major feature of the 20th century. In this topic the various types of war should be identified, and the causes, nature, effects and results should be studied. Questions will be set on major themes. Some of these will require knowledge of **two** regions.

### Major themes

- Different types of 20th century warfare
  - civil, guerrilla, limited, revolutionary
  - total war
- Origins and causes of war
  - long-term and short-term causes, failure of diplomacy
  - economic, ideological, political, religious causes
- Nature of 20th century wars
  - technological developments, tactics and strategies, air, land, sea
  - the home front, the role of women
  - resistance and revolutionary movements
- Effects and results
  - treaties, and wars ending without treaties
  - political repercussions, territorial changes
  - social and cultural effects, changes in the status of women
  - post-war economic problems

### Examples of material for detailed study

Candidates should study a selection from the material listed below, ensuring that **two** regions are included. Questions set on specific, named wars will be confined to those listed below. Alternative examples can be studied and used in answers to open-ended questions.

- Arab–Israeli wars
- Chinese Civil War
- First and Second World Wars
- Korean War
- Mexican Revolution
- Nigerian Civil War
- Russian revolutions and civil war
- Spanish Civil War
- Vietnam War

## Topic 2 Nationalist and independence movements, decolonization and challenges facing new states

An important development of the 20th century, especially in the post-Second World War era, was the decolonization of the majority of former colonies and their emergence as new states. Emphasis should be placed on the origin of new states, the problems associated with achieving independence, the difficulties faced by new governments and the attempts to solve them. Questions will be set on major themes. Some of these will require knowledge of **two** regions.

### Major themes

- Origins and rise of nationalism and independence movements
  - anti-colonization
  - factors favouring growth of independence movements
  - impact of the two world wars
- Methods of achieving independence
  - armed struggle, wars
  - non-violent movements, elite or mass movements
  - leaders of national/independence movements
  - political organizations
- Formation of new states
  - form of government: democratic, multiparty, totalitarian
  - ideology (left and right wing)
  - tribal influence
- Challenges for new nations
  - colonial legacy, neo-colonialism, the Cold War
  - lack of political experience
  - economic, social, cultural and gender issues, underdevelopment
  - successes and failures

### Examples of material for detailed study

Candidates should study a selection from the material listed below, ensuring that **two** regions are included. Questions set on specific states will be confined to those listed below. Alternative examples can be studied and used in answers to open-ended questions.

- Algeria
- the Caribbean
- Ghana
- South Asia (Bangladesh, India, Pakistan, Sri Lanka)
- Indo-China
- Indonesia
- Kenya



## Topic 3    The rise and rule of single-party states

The 20th century produced many single-party states. The origins, ideology, form of government, organization, nature and impact of these should be studied in this topic. Questions will be set on major themes. Some of these will require knowledge of **two** regions.

### Major themes

- Origins of single-party states
  - conditions which produce single-party states
  - emergence of leader: aims, ideology, support
- Establishment of single-party states
  - methods: force, legal
  - form of government, ideology (left and right wing)
  - totalitarianism, treatment of opposition
- Rule of single-party states
  - political, economic and social policies
  - role of education, the arts, the media, propaganda
  - status of women, treatment of minorities and religious groups
- Regional and global impact
  - foreign policy as a means of maintaining the regime
  - impact of regime outside the state
  - as a factor in the Cold War

### Examples of material for detailed study

Candidates should study a selection from the material listed below, ensuring that **two** regions are included. Questions set on specific, named rulers and states will be confined to those listed below. Alternative examples can be studied and used in answers to open-ended questions.

- |             |                                 |
|-------------|---------------------------------|
| • Argentina | Juan Perón                      |
| • China     | Mao Zedong (Mao Tse-tung)       |
| • Cuba      | Fidel Castro                    |
| • Egypt     | Gamal Abdel Nasser              |
| • Germany   | Adolf Hitler                    |
| • Italy     | Benito Mussolini                |
| • Tanzania  | Julius Nyerere                  |
| • USSR      | Vladimir Lenin and Josef Stalin |

## Topic 4 Peace and cooperation: international organizations and multiparty states

This topic addresses positive features of the 20th century, and aims to give students an understanding of efforts to achieve peace and cooperation through international and regional organizations and consensus government, in democratic and multiparty states. Questions will be set on major themes. Some of these will require knowledge of **two** regions.

### Major themes

- International organizations
  - philosophical basis and historical origins
  - structure and organization
  - specialized agencies
- Work of international organizations
  - aims
  - efforts to preserve peace and improve economic and social conditions
  - to further trade and regional cooperation
  - successes and failures
- Origin and establishment of multiparty states
  - party organization and ideology, democracy
  - electoral systems and different forms of government
  - successes and failures of the various systems and forms of government
- Domestic and foreign policies
  - political development
  - economic and social aims and policies, the status of women
  - foreign policy, the impact of Cold War politics

### Examples of material for detailed study

Candidates should study a selection from the material listed below, ensuring that **two** regions are included. Questions set on specific, named international organizations, states and leaders will be confined to those listed below. Alternative examples can be studied and used in answers to open-ended questions.

- League of Nations
- United Nations
- Argentina (1983 to 1995)
- Nehru's government in India (1947 to 1964)
- Japan (1945 to 1952)
- South Africa from apartheid to a non-racial democracy under Nelson Mandela (1985 to 1995)
- FD Roosevelt's government in the USA (1933 to 1945)
- Spain (1975 to 1990)

## Topic 5    The Cold War

This topic addresses East–West relations from 1945 to 1995. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars, alliances and interference in developing countries. It aims to promote an international perspective and understanding of the Cold War, which overshadowed world affairs during this period. Questions will be set on major themes. Some will require knowledge of **two** regions.

### Major themes

- Origins of East–West rivalry
  - mutual distrust, fear and suspicion: USA and USSR
  - wartime allies becoming post-war enemies
- Nature of the Cold War
  - ideological opposition
  - superpowers and spheres of interest
  - opposing alliances and the arms race
- Cold War developments
  - Europe
  - US policy of containment and spread of the Cold War worldwide
  - brinkmanship, peaceful coexistence
  - related wars and non-alignment
  - social, economic and gender issues
- End of the Cold War
  - arms limitation, détente, opposition to communism
  - opposition to the regime within communist countries

### Examples of material for detailed study

Candidates should study a selection from the material listed below, ensuring that two regions are covered. Questions set on specific, named events will be confined to those listed below. Alternative examples can be studied and used to answer open-ended questions.

- Wartime conferences, Yalta, Potsdam 1945
- Developments in Europe: Germany, especially Berlin, Truman Doctrine and Marshall Plan, NATO (North Atlantic Treaty Organization)
- USSR policies, east European satellites, COMECON (Council for Mutual Economic Assistance), Warsaw Pact
- Containment, China, Cuba, Korea, Vietnam, and the Middle East
- Non-alignment
- Arms race, arms control, détente

## Topic 6 The state and its relationship with religion and with minorities

Problems between states and minorities and religious groups are not new or confined to the 20th century, but by studying this topic candidates should obtain a deeper understanding of the difficulties faced by many ethnic, racial and religious groups throughout the world, as well as the nature of states dominated by an official religious majority. Questions will be set on major themes. Some of these will require knowledge of **two** regions.

### Major themes

- Religion as a political factor
  - states upheld and supported by an official religion which can determine law and morality
  - religion as a force to challenge a state
  - mutual fear and suspicion
- Religious conflicts
  - conflict and wars between peoples of different religions
  - persecution of and discrimination against minority religions
- Ethnic and racial minorities
  - methods used to seek equal rights and self-determination
  - as an opposition movement, even as oppressors
  - as oppressed, persecuted and discriminated against
  - relationships with majority groups
- Interaction between states and minorities
  - cultural, social and economic differences, education
  - efforts to integrate and results
  - status of women in racial and ethnic groups

### Examples of material for detailed study

This topic does not prescribe material for detailed study but offers suggestions of areas for case studies. The majority of questions set on this topic are open-ended. Alternative case studies compatible with the school's location would be equally acceptable, but ensure that **two** regions are covered.

- Buddhism in Indo-China
- Christianity in Europe and Latin America
- Hinduism in South Asia
- Islam in Africa and Asia
- Judaism in Europe and the Middle East
- Aborigines in Australia
- Asians in East Africa
- Chinese in Malaysia
- Kurds in Europe and the Middle East
- Native and African-Americans
- Québécois in Canada

## Regional Options (HL only)

There are five regional options:

- Africa
- Americas
- East and South East Asia and Oceania
- Europe (including Russia/USSR)
- South Asia and the Middle East (including North Africa).

Candidates must select **one** regional option and are expected to study a period of approximately 100 years from between circa 1750 to 1995. At least one examination question will be set on each of the 22 sections in each regional option syllabus.

Presenting historical explanations from an international perspective is an objective of the history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the chosen region. The study of a country's national history should be in the comparative, regional framework of the appropriate regional option.

*(See Appendix for the world map showing division for the regional options.)*

# Africa

This regional option extends from 1750 to 1995. This period was a time of change and conflict for Africa. It is recommended that schools select a period of approximately 100 years within these dates for in-depth study. Students should be aware of the key political, social, economic and cultural events and themes that have affected Africa. The early period saw the foundation and development of tribal or racial nations, which in some areas led to displacement and migration. Throughout the 19th century European imperialism generated annexation and exploitation. This was followed in the 20th century by anti-colonialism, the growth of national movements and independence. Several themes, a wide range of events and more than one country should be studied.

## 1 Economic, social and cultural developments in the pre-colonial period

- economic changes in agriculture, trade and production
- the abolition of the slave trade
- the expansion of legitimate commerce
- Islamic revolutions and expansion
- Christian missionary activities
- traditional religions

## 2 Ethiopia and the Sudan in the 19th century

- the revival of Ethiopian imperial authority under Tewodros II (1855 to 1868)
- Ethiopian reunification and expansion under Yohannis/Yohannes IV, Menelik
- economic, social and political modernization in Ethiopia (1855 to 1913)
- Ethiopia, the defeat of European imperialism and the survival of independence
- Turco–Egyptian rule in the Sudan and the Mahdist Jihad
- the rise and fall of the Mahdist state (1885 to 1898)

## 3 East Africa before colonial conquest

- the kingdom of Buganda until 1884
- the impact of the Omani sultanate on Zanzibar
- Omani and Swahili penetration of the East African mainland
- the impact of the Nguni invasions of Tanzania
- the emergence of centralized states among the Hehe and Nyamwezi

## 4 West Africa: the caliphates and the Niger Delta in the 19th century

- Jihad movements in the Western Sudan
- Usman dan Fodio and the Sokoto caliphate
- Al-Hajj Umar and the Tukolor Empire to 1878
- the Niger Delta House and trading system
- Itsekiriland to 1894
- the Eastern Delta and the rise of Jaja of Opobo

## **5 West Africa**

- the Asante Empire, rise and decline
- the Asante and British intervention to 1901
- the collapse of Oyo
- the rise of Dahomey and French occupation
- the rise of the Mandinka Empire under Samori Toure
- after French intervention, the destruction of the Mandinka Empire to 1898

## **6 Southern Africa: state formation, migration and conflict**

- the Mfecane, political and economic causes and effects
- Shaka and the rise of the Zulu Kingdom
- Mosheshwe and the Sotho Kingdom to 1870
- the British at the Cape
- the Eastern Cape and the conflict with the Xhosa
- the Boer Trek and African resistance

## **7 European imperialism and annexation in Africa**

- growth of European activity in Africa: traders and explorers
- the European background to partition: national rivalry, strategic, economic and humanitarian factors, missionaries
- the African background to partition: political weakness and technological disadvantage
- the activities of Leopold II of Belgium and de Brazza in the Congo region
- the British occupation of Egypt
- German annexations, the Berlin West Africa Conference and its impact

## **8 East Africa: response to European imperialism**

- Buganda: Mwanga and resistance to the British
- Buganda: Kagwa, the British and the Uganda Agreement of 1900
- Kenya: the Nandi resistance (1895 to 1906)
- resistance to German rule in German East Africa
- Mkwawa and Hehe resistance
- the Maji Maji rising

## **9 Central Africa in the 19th and early 20th centuries**

- the rise of the Lozi Kingdom
- Lewanika's relations with the British
- Mzilikazi and the founding of the Ndebele Kingdom
- Lobengula, the Ndebele and the British: diplomacy and resistance
- the first Chi Murenga: the Ndebele–Shona rising of 1896 to 1897
- John Chilembwe's rising in Malawi, 1915

## 10 Southern Africa: response to European imperialism

- conquest and resistance in Namibia: the Herero and Nama and the Germans
- British annexation of Bechuanaland
- Khama's rule and relations with the British to 1923
- Zulu resistance and the deposition of Cetshwayo
- the destruction of the Zulu Kingdom

## 11 Developments in South Africa to 1948

- the discovery of diamonds and gold: political, economic and social consequences
- Cecil Rhodes and his political and business career in southern Africa to 1902
- the South Africa War, 1899 to 1902: causes, consequences and Act of Union 1910
- political, economic and social developments under Smuts and Hertzog, 1910 to 1948
- segregation, nationalism and protest

## 12 The colonial period

- colonial administrative systems: similarities and differences
- economic developments and exploitation: agriculture, mining, trade, transport and communications
- Christian missions and their impact; education and health
- the African Independent Church Movement
- the role of women
- tradition and change in arts and culture

## 13 Ethiopia and the Sudan in the 20th century

- Sudan: the Anglo–Egyptian condominium
- Sudan: the nationalist movement and independence in 1956
- Sudan since independence, civil war and military intervention
- Ethiopia under Ras Tafari to 1930
- Haile Selassie, 1930 to 1974; the Italian occupation, 1936 to 1941
- the Ethiopian Revolution and Mengistu to 1991

## 14 East Africa: nationalist movements and independence

- Tanganyika/Tanzania: Nyerere and the Tanganyikan African National Union (TANU), independence in 1961
- Uganda: political parties, ethnic and religious rivalries, independence in 1962
- Kenya: the Mau Mau struggle, its nature and impact
- Kenya: political parties, the role of Kenyatta, independence in 1963

## 15 West Africa: nationalist movements and independence

- French West Africa: Sekou Toure in Guinea to independence, 1958
- French West Africa: nationalism, political parties and the winning of independence in Senegal and Côte d'Ivoire in 1960
- British West Africa: nationalism and political parties in the Gold Coast to 1951
- British West Africa: Nkrumah and independence in Ghana, 1957
- Nigeria: political parties, ethnic and regional rivalries, independence in 1960



## **16 Central Africa: nationalist movements and independence**

- the Central African Federation, white settler dominance
- the collapse of the Central African Federation, African nationalism and independence in Malawi and Zambia, 1964
- Rhodesia: the unilateral declaration of independence 1965, minority rule
- the second Chi Murenga and the winning of independence, 1965 to 1980
- Angola and Mozambique: liberation wars to 1975, later developments to 1995

## **17 South Africa from apartheid to majority rule**

- the National Party, apartheid 1948 to 1961
- Luthuli, Mandela, the ANC and African protests to 1961
- African protest and resistance after 1961
- De Klerk, Mandela and majority rule in 1994

## **18 East Africa since independence**

- Kenya, the Kenyatta era, 1963 to 1978; Kenya under Moi, 1978 to 1990
- Kenya and the transition from single-party to multiparty system, 1990 to 1992
- Tanzania under Nyerere, socialism and self-reliance, to 1985
- Zanzibar and the union with Tanzania, developments from 1963 to 1985
- Uganda: Obote, Amin and the return of Obote, to 1985
- Uganda: the National Resistance army, Museveni and the reconstruction of Uganda, 1985 to 1995

## **19 Central Africa since independence**

- Zambia under Kaunda, 1964 to 1991
- Malawi under Banda, 1964 to 1994
- Zaire under Mobutu, 1965 to 1995
- Zimbabwe under Mugabe, 1980 to 1995

## **20 West Africa since independence**

- Senegal under Senghor, 1960 to 1980
- Côte d'Ivoire under Houphouët-Boigny, 1960 to 1993
- Ghana under Nkrumah, 1957 to 1966
- Ghana, civilian rule, military intervention and the role of Rawlings, 1966 to 1995
- Nigeria, military intervention, civil war and the return to civilian rule, 1960 to 1983
- Nigeria from military dictatorship to elections, 1983 to 1993

## **21 Africa and international organizations**

- regional organizations in East, West and South Africa: East African Community (EAC), Economic Community of West African States (ECOWAS), South African Development Cooperation Conference (SADCC)
- Organization of African Unity (OAU)
- United Nations Organization (UNO): African membership and impact
- United Nations intervention/involvement in Africa: Congo/Zaire, Namibia, South Africa, Angola and Mozambique
- the Cold War and its impact on Africa

## 22 Developments and problems in Africa since independence

- disunity, ethnic conflict and civil war
- military coups and rule
- nation building and national unity
- the economy: problems of control and development
- literature and the visual arts
- social issues: the role of women, education and health
- urbanization and changing values

## Americas

The Americas regional option covers the United States, Latin America, including the Caribbean, and Canada. The option extends from the mid-18th century to 1995. It is recommended that schools select a period of approximately 100 years within these dates for in-depth study. Within this option students should be aware of the key political, social, economic and cultural events and themes that have had an impact on the Americas. Some of these might be: characteristics of colonial rule; achievement of independence; slavery and its effects; evolution and changes in governments; causes and effects of the Great Depression; different paths to, and effects of, industrialization; and foreign policies of the region. Several themes, a wide range of events and more than one country should be studied.

### 1 The colonial period

- political and economic relationship with the colonial powers: Britain, France, Spain, Portugal
- social and economic organization of the immigrant population
- role of religion in the New World
- treatment of indigenous peoples
- the origins of slavery

### 2 Movements of independence

- causes—political, economic, social, intellectual, religious—and conflicts leading to war
- role of outside powers
- roles of the social classes
- role of leadership: Washington, Jefferson, Bolívar, San Martín
- the Declaration of Independence
- independence of Brazil
- Haitian Revolution and the Republic: Toussaint L'Ouverture

### 3 Evolution of new governments and confederation

- United States Constitution: Articles of Confederation, philosophical underpinnings, major compromises
- emergence of political parties in USA to 1830
- role of the executive and the emergence and rule of Caudillos
- regionalism and definitions of authority
- rebellions of 1837: the Durham Report and responsible government in Canada
- Confederation Period in Canada
- British North America Act 1867: compromises and unresolved issues, sectionalism, and effects

### 4 Slavery in the Americas

- conditions of enslavement: adaptation and resistance
- the pro-slavery arguments
- insurrections and reactions
- life of the free African-Americans
- pro-abolition arguments

## 5 United States Civil War: causes, course and effects

- political, economic and social causes
- the course of the war, the role of African–American soldiers, the role of women
- the impact of the war on society
- Abraham Lincoln and the role of leadership
- political, economic and cultural effects
- Reconstruction and the post-Reconstruction South

## 6 Economic and social developments in the Americas from the mid-19th century to 1919

- economic modernization: policies, characteristics and effects
- neocolonialism and dependency
- industrial developments and their impact on the Americas
- territorial expansion and evolution of the railroads
- labour and agrarian movements
- external and internal population movements: immigrants and indigenous peoples, economic and social effects
- women and reform

## 7 Political developments in the Americas from the mid-19th century to 1919

- evolution of political institutions and ideological currents and movements
- progressives
- foreign and trade relations: Britain and France
- domestic policies
- involvement in the First World War
- African–Americans: Booker T Washington and WEB Dubois
- role of leadership: Theodore Roosevelt, Woodrow Wilson, John A MacDonald, or a Latin American leader of the candidate's choice

## 8 Cultural and intellectual developments in the Americas from the mid-19th century to the First World War

- liberalism, nationalism, positivism, romanticism, social Darwinism
- the arts, music and literature
- reform and increase of education
- technological and scientific developments

## 9 United States foreign policy in Latin America, 1898 to 1945

- background of United States policy
- the Monroe Doctrine and its redefinitions
- establishment of spheres of influence, Spanish–American War, the big stick, dollar diplomacy
- Good Neighbor Policy and wartime alliances, Franklin D Roosevelt
- Central America, including Panama, Nicaragua and Cuba

## **10 The Mexican Revolution, 1910 to 1940**

- causes and course of the revolution
- aims and roles of the leaders, including Zapata and Pancho Villa
- the Constitution of 1917
- effects: immediate and long term; political, social, economic and cultural
- role of the USA

## **11 The Great Depression in the Americas**

- impact of the First World War in the Americas
- economic growth in the 1920s
- causes of the Depression: United States, Canada, and Latin America
- impact on society: the changing view of government's role in the economy; effects on minorities
- nature and efficacy of solutions: Canada: Mackenzie King and RB Bennett; Latin America: Vargas of Brazil and Concordancia of Argentina; USA: Hoover, Franklin D Roosevelt and the New Deal
- Import Substitution Industrialisation (ISI) in Latin America: causes and effects

## **12 Canadian politics in the first half of the 20th century**

- French–Canadian nationalism
- impact of the world wars: conscription, nationalism, sovereignty
- regionalism and minorities
- relations with the United States and Britain
- the Commonwealth of Nations

## **13 Latin American politics in the first half of the 20th century**

- evolution of nationalism, indigenism, and populism
- role of the military
- leaders, single-party states and populism: Vargas, Perón
- nature and effectiveness of dissent

## **14 The Second World War and the Americas**

- hemispheric cooperation or neutrality
- the role of countries of the region: diplomatic and military
- the impact of the war on countries of the region
- the home front: the role of women, impact on minorities
- treatment of Japanese–Americans and Japanese–Canadians
- the Americas and the Holocaust
- the beginning of the atomic age

## **15 Latin American foreign policy, 1945 to 1995; Canadian foreign policy, 1945 to 1995**

- relations between the United States and Latin America: influence of ideologies and policies
- relations between the United States and Canada: ideologies and policies
- the impact of the Cold War in Latin America
- the impact of the Cold War in Canada
- foreign relations

## **16 Political and economic developments in the United States after the Second World War**

- developments in the role of the executive, legislative, and judicial branches
- presidential leadership: Truman to Bush
- efforts at political and social reform
- the impact of Vietnam and Watergate
- economic trends
- the new conservatism

## **17 United States foreign policy, 1945 to 1995**

- origins of the Cold War: Truman Doctrine, Marshall Plan, Berlin Blockade and Airlift
- NATO and the Korean War
- Eisenhower and Dulles
- Kennedy: Bay of Pigs, Berlin, Cuban Missile Crisis
- Johnson, Nixon and Vietnam
- Nixon–Kissinger policies, détente, relations with China
- the USA and the Middle East
- Reagan, Bush and the end of the Cold War

## **18 The USA civil rights movement, 1945 to 1995**

- the rise and expansion of the civil rights movement: causes, legal issues, tactics, Martin Luther King Jr, the March on Washington
- the changing movement: the Black Panthers, Black Muslims, Black Power and Malcolm X
- Native-Americans civil rights movement
- Hispanic–American activism
- the New Feminism
- supreme court decisions, key congressional legislation, the response of the executive branch

## **19 Political and economic developments in Latin America after the Second World War**

- revolutions and their causes and effects: political, economic, social and ideological
- role of leadership
- the Cuban Revolution and Castro's regime
- economic changes
- Guatemala, Bolivia, Nicaragua, Chile or a country of the candidate's choice
- military regimes: causes and effects
- return to democracy
- the role of the Catholic church

## **20 Political and economic developments in Canada after the Second World War**

- the role of the government
- domestic policies
- resources and obstacles
- urbanization, industrialization and sectionalism
- changing trade patterns, the role of foreign investment and transnationals, place in the world economy
- population growth, social legislation, education

## **21 Changing societies in the Americas in the 20th century**

- rise to consciousness: native peoples, Québécois, minorities (ethnic, religious)
- legal and constitutional remedies and effects
- changing roles and conditions of women in different regions of the Americas
- cultural developments: intellectual currents, literature, art, music
- technology, communications, science and industry, impact on public and private life

## **22 Hemispheric relations, 1945 to 1995**

- international alliances and organizations, including the Organization of American States (OAS)
- international development strategies: public and private
- efforts at regional trade and commodity agreements, Pacto Andino, NAFTA, Mercosur
- sources of tension, interventionism

## East and South East Asia and Oceania

This regional option, which extends from circa 1750 to 1995, includes China, Japan and Korea, the countries of South East Asia, Australia, New Zealand and the Pacific Islands. It is recommended that schools select a period of approximately 100 years within these dates for in-depth study. Within this option students should be aware of the key political, social, economic and cultural events and themes that have affected this region. The 18th and 19th centuries saw the extension of western imperialism in the region which, gradually over a lengthy period of time, was replaced by national movements and independence. The region has, since 1945, begun to play an increasingly important role in world affairs. Several themes, a wide range of events and more than one country should be studied.

### 1 East and South East Asia on the eve of European expansion from the late 18th century to 1860: an introductory survey

- traditional societies in the late 18th century
- European and American penetration, decline of the Canton system of trade
- opium wars and the treaty system
- arrival of Commodore Perry and the imposition of unequal treaties
- early colonial regimes and the influence of European powers in South East Asia

### 2 China from the mid-18th century to 1870

- Qing (Ch'ing) absolutism and the preservation of Manchu power
- Chinese "tribute system" and Macartney, Amherst and Napier Missions
- challenges to and changes in the structure of Chinese society
- reigns of the emperors Qianglong (Ch'ien-lung) and Jiaqing (Chia-ch'ing)
- White Lotus, Taiping, Nien and Moslem rebellions
- the "Arrow" incident, second Anglo-Chinese War, Convention of Beijing (Peking)

### 3 Japan from the mid-18th century to 1868

- economic and social change
- isolation policy
- "Dutch Learning" (rangaku), "National Learning" (kokugaku)
- rise of Satsuma and Chōshū
- impact of Commodore Perry and "black ships"
- Chōshū wars and the end of the *Bakufu*

### 4 South East Asia in the late 19th century

- development of the colonial order in the area
- Dutch colonial policy in Indonesia: Culture System; Liberal Policy; Ethical Policy
- comparisons of the colonial systems: British, Dutch, French and Spanish
- Siamese independence: Rama III, Mongkut, Chulalongkorn
- Philippines: José Rizal and the *ilustrados*
- Burma's loss of independence: Mindon, Thibaw



## **5 Australia in the 19th century**

- Aboriginal societies and the impact of white settlers
- early colonial settlements, 1788 to 1825
- pastoral society and land policy, 1820 to 1900: squatters and the Selection Acts
- the gold rushes and their impact
- growth of cities
- national identity and the federation movement

## **6 New Zealand and the Pacific Islands in the 19th century**

- the first settlements
- constitutional developments, 1840 to 1876
- relations with the Maoris, 1841 to 1870
- the liberal era
- economic policies and problems
- social and cultural developments
- developments in the Pacific Islands

## **7 China, 1860 to 1912**

- Taiping and Nien rebellions: consequences
- challenge of Christian missions and Chinese reactions
- the importance of Zeng Guofan (Tseng Kuo-fan), Li Hongzhang (Li Hung-Chang) and (Tso Tsung-t'ang); Self-Strengthening Movement
- Tongzhi (T'ung chih) restoration of Confucian government
- treaty port Chinese and the emergence of new classes
- "Hundred Days Reforms" of 1898
- Cixi (Tz'u-hsi) and her influence in China
- Sun Yatsen (Sun Yat-sen) and the 1911 Revolution

## **8 Japan, 1868 to 1912**

- the Meiji Restoration
- imperial rule and the Meiji Constitution
- land tax and military reform
- political changes in Japan, genro
- first phase of industrialization, zaibatsu
- social, cultural and economic changes in Japanese society

## **9 Korea from the mid-19th to the mid-20th century**

- Taewŏn-gun and national isolation
- rebellion and restoration in the 1860s
- opening of Korea
- Tonghak Rebellion of 1894
- Korea in the Japanese Empire
- movements towards independence
- Korea and the Cairo Declaration of 1943

## 10 International relations, 1855 to 1918

- Anglo–French collaboration against China, 1856 to 1860
- Sino–French War, 1884 to 1885
- Sino–Japanese War, 1894 to 1895; Russo–Japanese War, 1904 to 1905
- Open Door Policy and China and Japan
- new forms of foreign economic and cultural penetration
- Boxer Uprising and Boxer Protocol
- the First World War and its impact

## 11 South East Asia, 1900 to 1945

- growth of modern nationalism
- United States and the Philippines
- religion and anti-colonial movements: Saya San rebellion in Burma, Sarekat Islam in Indonesia, Cao Dai in Vietnam
- impact of the Second World War on nationalist movements
- responses of the colonial powers to nationalist movements
- case study of a state of the candidate's choice

## 12 Japan, 1912 to 1945

- development of political parties, Minseito and Seiyukai
- growth of liberal ideas and values
- two-party political system
- reaction against the West and the rise of militarism: political and social impact
- conflict within the army, attempted coup 1936
- the domestic effects of war on Japan, 1937 to 1945

## 13 Developments in Australia in the 20th century

- Australia and the First World War
- boom, depression and recovery between the world wars
- development of Australian foreign policy
- Australia and the Second World War
- immigration after the Second World War
- the Menzies and/or Whitlam governments
- the “turn to Asia” in economic policy
- attitudes and policies with regard to Aborigines

## 14 New Zealand and the Pacific Islands in the 20th century

- New Zealand and the First World War
- boom, depression and recovery between the world wars
- political developments between the world wars
- the Second World War and its effect on the area
- immigration policies following the Second World War
- changing attitudes and policies towards minorities
- New Zealand foreign policy
- economic policies and realignments
- the struggle between the Labour Party and the National Party in New Zealand

## 15 China, 1911 to 1949

- Yuan Shikai (Yuan Shih-K'ai) and warlordism
- the reorganization of the Guomindang (Kuomintang)
- the Versailles Treaty and its impact on China, May 4th Movement
- cooperation and conflict between the Chinese Communist Party (CCP) and the Guomindang (Kuomintang)
- Jiang Jieshi (Chiang Kai-shek) and the Northern Expedition
- the "Nanjing (Nanking) Decade" of the Guomindang (Kuomintang)
- the foundation and rise of the CCP and Mao Zedong's (Mao Tse-tung's) rural revolution: Jiangxi (Kiangsi) Soviet, the Long March, wartime communism, the Yan'an (Yenan) spirit
- impact of the Second World War
- the civil war and the decline of the Guomindang (Kuomintang)

## **16 International relations, 1918 to 1945**

- Washington Treaty System
- Manchurian Incident and the League of Nations
- Sino-Japanese War, 1937 to 1945
- Japanese and Chinese relations with the West
- Pearl Harbor: the occupation of South East Asia and the Pacific War
- the impact of the Japanese occupation on South East Asia, 1941 to 1945

## **17 China, 1949 to 1995**

- political control, economic reconstruction, and social organization under Mao Zedong (Mao Tse-tung), the first Five Year Plan
- rectification campaigns, 3 and 5 Antis, Hundred Flowers Campaign, the Great Leap Forward and its consequences
- Great Proletarian Cultural Revolution
- China after Mao Zedong (Mao Tse-tung) and under Deng Xiaoping (Teng Hsiao-P'ing)
- foreign affairs, 1949 to 1995
- Nationalist China-Taiwan

## **18 Japan, 1945 to 1995**

- United States military occupation, 1945 to 1952
- conservative democracy and the American alliance
- social and cultural continuities and changes
- Japan as an economic superpower
- foreign relations, 1952 to 1995

## 19 South East Asia, 1945 to 1995

- legacy of Japanese occupation
- communist insurgencies
- colonial restoration and movements of national liberation
- revolution and decolonization
- political structures and economic policy in independent South East Asia
- cultural reconstruction and post-independence nationalism
- neocolonialism
- social, economic, religious and political issues of the candidate's choice
- case studies of national leaders

## 20 International relations, 1945 to 1995

- the Cold War and the Korean War
- Australia/New Zealand/United States Pact (ANZUS), South East Asian Treaty Organization (SEATO), Association of South East Asian Nations (ASEAN)
- Vietnam War
- Bandung Conference and the non-aligned movement
- Sino-Soviet relations
- relations between China and the United States
- the creation of Malaysia and Confrontation
- the Philippines and the United States
- Papua New Guinea
- the Pacific Islands

## 21 Post-Second World War society

- education and the arts
- leisure, sport and the media
- change and traditional societies
- urbanization, transport, technology
- work patterns
- gender issues
- pressure groups, peace movements, terrorism

## 22 Post-Second World War economic developments

- the "New China"
- Japan as an economic superpower
- the "Taiwan Miracle"
- centrally planned economies and economic development
- technological developments in the region
- development of Singapore and Hong Kong

## Europe (including Russia/USSR)

This regional option extends from the latter half of the 18th century to 1995. It is recommended that schools select a period of approximately 100 years within these dates for in-depth study. Within this option students should be aware of the key political, social, economic and cultural events and themes that have affected Europe. These could include: causes and effects of the French Revolution; impact of the Industrial Revolution; establishment of nation-states; the world wars; rise and fall of authoritarian states; and establishment of parliamentary democracy in the region. Several themes, a wide range of events and more than one country should be studied.

### 1 French Revolution: causes, course, effects

- intellectual origins, philosophies
- Louis XVI and the monarchy, ancien régime
- political, fiscal, economic problems
- constitutional experiments, radicals, terror
- Robespierre, Jacobins, Girondins
- revolutionary wars, reaction, the Directory, rise of Napoleon I

### 2 Napoleon I and the restored French monarchy to 1848

- Napoleon I: domestic and foreign policies
- Napoleonic wars, the Treaties of Paris, the Vienna Settlement
- restored Bourbons: Louis XVIII, 1814 to 1824; Charles X, 1824 to 1830; Louis Philippe, 1830 to 1848
- revolutions in France, 1830 and 1848

### 3 Post-Napoleonic Europe to 1852

- Vienna and post-Napoleonic settlement, attitudes of the Great Powers
- later Congresses: Aix-la-Chapelle, Troppau, Laibach and Verona
- Metternich's influence in Austria–Hungary and Europe
- demands for parliamentary/constitutional reform
- 1848 revolutions: causes, events, suppression, results

### 4 Victorian Britain

- prime ministers: Peel, Palmerston, Disraeli, Gladstone
- industrialization, social and economic conditions and legislation
- the franchise, Chartism
- Whigs (Liberals) and Tories (Conservatives), rise of Labour
- foreign, imperial and Irish policies

### 5 Italian unification, 1815 to 1871

- separatism, the Papacy, Rome
- republicanism, 1848 revolutions
- growth of power of Piedmont–Sardinia
- contributions of Mazzini, Garibaldi and Cavour
- foreign involvement

## **6 Changing balance of power between Prussia/Germany and Austria up to 1871**

- Austria and Prussia, 1815 to 1848
- economic developments, the Zollverein
- 1848 revolutions
- Bismarck, domestic and foreign policies, to 1871
- wars, unification of Germany
- the dual monarchy, Austria–Hungary

## **7 Prussia/Germany, 1862 to 1918, and Austria–Hungary, 1867 to 1921**

- Bismarck and Prussia/Germany, 1862 to 1890
- Wilhelmine Germany, 1890 to 1918; domestic and foreign policies
- dual monarchy in Austria–Hungary, 1867 to 1918
- Austria–Hungary and Germany, involvement in the First World War
- dissolution of Austro–Hungarian Empire, problems of nationalities

## **8 Russia and eastern Europe in the second half of the 19th century**

- Russian territorial aims, decline of the Ottoman Empire, eastern question
- Crimean war, Balkan nationalism, Poland
- Alexander II, 1855 to 1881, emancipation of serfs, other reforms, reaction
- Alexander III, 1881 to 1894, economic policies, Witte, repression
- nature of tsardom, growth of opposition

## **9 19th century economic and social developments**

- industrialization, industrial developments and effects
- transport, especially railways
- urbanization, population growth
- social legislation, development of trade unions, the beginnings of feminism
- trade patterns, colonial expansion, imperialism, emigration
- agricultural changes

## **10 19th century educational, cultural and intellectual developments**

- reform and increase of education
- the arts, music and the novel
- romanticism
- Marxism, socialism, liberalism, nationalism
- scientific development
- demands for, and extension of, the franchise

## **11 France, 1848 to 1914; Spain, 1848 to 1914**

- political changes, 1848 to 1914
- Napoleon III, domestic and foreign policies
- Franco–Prussian/German relations, 1854 to 1914
- the Paris Commune
- Third Republic to 1914: establishment, crises, domestic and foreign policies
- Spain: political and economic developments, 1848 to 1914

## **12 Developments in 19th and 20th century Scandinavia and Finland**

- effects on Scandinavia of: Napoleonic wars, Congress of Vienna, Hitler and the Second World War
- Denmark: political and constitutional developments, Schleswig–Holstein
- Finland: relations with Russia; struggles for independence; Russo–Finnish War, 1939 to 1940
- Norway: union with Sweden, 1814 to 1910; political and constitutional developments
- Sweden: political and constitutional developments, neutrality, social legislation

## **13 Tsarist Russia to Communist USSR**

- nature of tsarism; Nicholas II, 1894 to 1917
- growth of revolutionary opposition and Soviets
- 1905 Revolution, reforms and reaction, 1905 to 1914; impact of the First World War
- 1917 February/March Revolution, the Provisional government
- 1917 October/November Bolshevik Revolution
- formation of Soviet state “the USSR”, Lenin, Trotsky, civil war, communism, New Economic Policy
- power struggle and the emergence of Stalin to 1929

## **14 The causes, course and effects of the First World War**

- long-term, short-term and immediate causes
- campaigns, war at sea, effects on civilian population
- factors leading to the defeat of the central powers
- social and economic changes during and after the war
- the Paris Peace Settlements and their political and economic effects on Europe

## **15 The inter-war years, 1919 to 1939**

- foundation, structure, work and decline of the League of Nations
- search for collective security, alliances and treaties, eg Rapallo and Locarno
- Weimar Germany, the Third Republic in France, Great Britain
- economic problems, Wall Street Crash, the Depression
- the breakdown and abandonment of the principle and practice of “collective security”

## **16 Totalitarian Europe, 1922 to 1953: Fascist Italy, Nazi Germany and Stalinist Russia**

- nature of one-party states, ideologies, repression, propaganda, state control
- Mussolini's rise and rule, 1922 to 1945: domestic and foreign policies
- rise of Hitler and the Nazi Party
- Hitler in power, 1933 to 1945: domestic and foreign policies
- Stalin in power, 1928 to 1953: domestic and foreign policies

## **17 The Iberian Peninsula in the 20th century**

- Primo de Rivera and the "dictadura"
- Spain: domestic policy to 1931
- causes, events, and results of the Spanish Civil War and the involvement of foreign powers
- transition from Franco's Spain to monarchist Spain
- overthrow of monarchy and establishment of republic in Portugal
- the governments of Salazar and Caetano
- the restoration of democracy in Portugal

## **18 The Second World War, 1939 to 1945: causes, course and consequences**

- international diplomacy in the inter-war years
- appeasement, collapse of the League of Nations
- aggressive policies of Hitler and Mussolini
- total war and its effects
- war in the air, at sea, on land, the home front
- political, social and economic consequences of the war

## **19 USSR, 1941 to 1995**

- USSR during the Second World War
- breakdown of wartime alliance and the Cold War
- policies towards Germany, eastern European satellites, Warsaw Pact
- domestic and foreign policies of Stalin, Krushchev, Brezhnev
- Gorbachev and reform, perestroika, glasnost
- disintegration of USSR and communist regime

## **20 Post-war western Europe to 1995**

- post-war problems, financial measures, debt
- German recovery/Adenauer
- western Europe and the Cold War, Marshall Plan
- moves towards cooperation, EU (EEC/EC)
- policies of de Gaulle in France
- post-Cold War developments in western Europe



## 21 Eastern and central Europe (excluding USSR), 1919 to 1995

- the impact of the post-First World War settlements on new and successor states in central and eastern Europe
- central and eastern Europe during the Second World War
- liberation/sovietization of central and eastern Europe
- Tito and Yugoslavia
- economic policies and problems
- the decline and fall of communist regimes (excluding USSR)
- Balkan conflicts

## 22 20th century European society

- education and the arts
- leisure, sport, the media
- urbanization, transport, technology
- work patterns
- gender issues
- pressure groups, peace movements, terrorism
- globalization

## South Asia, the Middle East and North Africa

This regional option extends from the mid-18th century to 1995. It is recommended that the period studied should be approximately 100 years. Students should be aware of the key political, social, economic and cultural themes which have affected the region. These could include: problems within the Ottoman lands; Indian nationalism and the struggle for independence; changes after the First World War; conflict in the Middle East; Islamic revival; post-1945 social and economic change. Several themes, a wide range of events and more than one country should be studied.

### 1 The region circa 1750 to 1800

- the Ottoman Empire
- consequences of Napoleon's invasion of Egypt in 1797
- the subcontinent: disintegration of Mughal Empire, decentralization and factional conflict
- East India Company, Clive, Warren Hastings

### 2 19th century India up to the Great Revolt (Indian Mutiny), 1857

- the rule of the East India Company
- westernization/modernization, Bentinck
- Reform and revivalist movements within Islam and Hinduism
- economic developments
- changes in British policy toward princely states
- the Great Revolt of 1857: causes, course and consequences

### 3 The 19th century Ottoman Empire

- causes, aims and results of reforms (Tanzimat)
- Hatti Sherif of Gulhane and Hatti Humayan
- Muhammed Ali in Egypt, Ottoman and European responses
- problems caused by Ottoman weakness
- policies and aggression of European states
- impact of treaties from 1774 to 1878

### 4 Development of Arab nationalism and Islamic reform in the 19th century

- response to Europeans, particularly by Lebanese Christians, Egyptians and Islamic reformers
- British occupation of Egypt, 1882; Cromer
- Algerian resistance to the French, Abdul Kadir
- modernism: Abduh, Sayyid Ahmad Khan, their influence since 1850
- Pan-Islamism: Afghani

### 5 Communal tensions in 19th century Lebanon

- racial and religious differences
- Ottoman system
- 1860 Civil War
- European interference

## **6 The Asian subcontinent, 1858 to 1919**

- the Government of India Act 1858
- economic developments
- political organizations, Indian National Congress, All-India Muslim League
- Partition of Bengal 1905
- Morley–Minto reforms (the Indian Act 1909)
- the Government of India Act 1919

## **7 Ottoman Empire under Abdul Hamid, 1876 to 1909, and under the Young Turks**

- centralization and dictatorship
- suppression of New Ottomans
- growth of the Committee of Union and Progress to revolution of 1908 to 1909
- reforms of the Young Turks
- wars and disintegration of the Ottoman Empire

## **8 Constitutional revolution in Iran**

- political, social and economic background
- Qajar dynasty
- European interests
- events of 1905 to 1906
- consequences, extent of modernization, effectiveness of parliamentary government

## **9 Effects of the First World War on the region**

- Arab Revolt of 1916
- allied diplomacy and its impact
- the Government of India Act 1919
- Versailles, King–Crane Commission, San Remo Conference
- Treaties of Sèvres and Lausanne
- mandates: Syria, Lebanon, Iraq, Palestine, Transjordan

## **10 The emergence of independent states and their leaders in the Middle East**

- Turkey and Attatürk, 1919 to 1938
- Saudi Arabia and Ibn Saud, 1932 to 1953
- Iran and Reza Shah, 1924 to 1941
- Gulf states in the 1920s and 1930s
- Issues: struggle for independence, nature of the new regimes, impact of the new systems

## **11 The emergence of independent states and their leaders in North Africa**

- Egypt to 1956, early nationalism, impact of the Second World War, revolution and the emergence of Abdul Nasser
- Tunisia to 1956: Habib Bourguiba and the New–Destour Party
- Algeria: the Front de la Libération Nationale (FLN) and the War of Liberation, 1954 to 1962

## **12 Zionism, the Palestine Mandate and the emergence of modern Israel,**

## 1918 to 1949

- Zionism
- establishment and operation of mandate
- immigration, land issues and economic developments
- end of the mandate, birth of the Israeli state

## 13 Independence and partition of the Asian subcontinent

- factors contributing to independence and partition
- Gandhi and Nehru
- Jinnah, the growth of Muslim separatism and the emergence of Pakistan
- Ceylon/Sri Lanka, developments before and after independence in 1948

## 14 Internal developments in the Arab world since 1945

- political, economic and social policies, forms of government
- Egypt under Nasser, Sadat and Mubarak
- Libya under al-Quadhafi (Gaddafi)
- Tunisia under Bourguiba
- Algeria since independence
- Assad, King Hussein, Saddam Hussein

## 15 India since 1947

- political and constitutional developments
- social and economic policies
- India: Nehru, Indira Gandhi, Rajiv Gandhi
- foreign policy including non-alignment
- boundary disputes/wars with Pakistan and China
- strained relations with Sri Lanka

## 16 Pakistan and Bangladesh since 1947

- political and constitutional developments in each state
- Jinnah, Ayub Khan, Bhutto, Zia, Mujibur Rahman
- relations with India
- breakaway of East Pakistan and creation of Bangladesh
- economic, social and religious issues in both states

## 17 Iran since the Second World War

- oil
- modernization, social issues
- political and constitutional measures
- foreign policy
- 1979 Revolution and the Islamic Republic
- Khomeini and his Islamic policies

## **18 Lebanon in the 20th century**

- continuation of communal problems
- increase of factions and warring parties
- outside interference
- civil wars during the 1970s and 1980s
- attempts to rebuild and stabilize

## **19 Nationalism in the Arab world, 1945 to 1973**

- Arab reaction to the establishment of Israel
- Israel's relations with her neighbours
- the United Arab Republic and its impact
- foreign policies, anti-imperialism and non-alignment
- Arab–Israeli conflicts

## **20 The Cold War and its impact on the region**

- attempts by East and West to secure allies
- Middle East issues and the Cold War
- Afghanistan 1979 and its impact
- Egypt: its changing relationship with the superpowers
- non-alignment

## **21 Middle East relations circa 1973 to 1995**

- attempts at peace-making with Israel
- Sadat, Mubarak and Egypt's role in the Middle East
- Iran–Iraq war, Saddam Hussein
- position of Syria and Jordan and their role in the Middle East
- Lebanon Civil War
- Gulf War

## **22 Social, economic and cultural issues, 1950 to 1995**

- religious issues, secularism, religious fundamentalism
- gender issues
- education
- traditional cultures versus westernization
- economic progress and changes, oil
- bureaucracy and governance

# ASSESSMENT OUTLINE

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## Higher Level

*For first examinations in 2003*

### External Assessment 80%

#### Written Papers 5 hours

##### Paper 1 1 hour 20%

A document-based paper set on prescribed subjects drawn from the 20th century world history topics.

The examination paper will comprise three sections: A, B and C. Each section will consist of four questions on each of the prescribed subjects.

- Section A will consist of four questions on prescribed subject 1
- Section B will consist of four questions on prescribed subject 2
- Section C will consist of four questions on prescribed subject 3

**All four** questions from one section to be answered.

The maximum mark for the paper is 25.

##### Paper 2 1 ½ hours 25%

An essay paper based on the 20th century world history topics.

The examination paper will comprise 30 questions, five on each of the six 20th century world history topics. **Two** questions to be answered, each chosen from a different topic.

The maximum mark for each question is 20.

The maximum mark for the paper is 40.

##### Paper 3 2 ½ hours 35%

Five separate essay papers, each based on one of the regional options.

Each examination paper will comprise 25 questions. **Three** questions to be answered.

The maximum mark for each question is 20.

The maximum mark for the paper is 60.

### Internal Assessment 20%

#### Historical Investigation

Candidates must undertake a historical investigation.

Internally assessed by the teacher and externally moderated.

# ASSESSMENT OUTLINE

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## Standard Level

*For first examinations in 2003*

### External Assessment 75%

#### Written Papers 2½ hours

##### Paper 1 1 hour 30%

A document-based paper set on prescribed subjects drawn from the 20th century world history topics.

The examination paper will comprise three sections: A, B and C. Each section will consist of four questions on each of the prescribed subjects.

- Section A will consist of four questions on prescribed subject 1
- Section B will consist of four questions on prescribed subject 2
- Section C will consist of four questions on prescribed subject 3

**All four** questions from one section to be answered

The maximum mark for the paper is 25.

##### Paper 2 1½ hours 45%

An essay paper based on the 20th century world history topics.

The examination paper will comprise 30 questions, five on each of the six 20th century world history topics. **Two** questions to be answered, each chosen from a different topic.

The maximum mark for each question 20.

The maximum mark for the paper is 40.

### Internal Assessment 25%

#### Historical Investigation

Candidates must undertake a historical investigation.

Internally assessed by the teacher and externally moderated.

# ASSESSMENT MODEL

As an integrated approach is required for the study and assessment of Diploma Programme history, there is an overlap of the assessment objectives across assessment components. The assessment objectives shown in the model will be given particular emphasis within each assessment component.

## Higher Level

	Paper 1	Paper 2	Paper 3	Internal assessment
Assessment objectives	1*, 3, 4	2*, 3, 4, 5, 6, 7	3, 4, 5, 6, 7, 9*	1, 6, 8*
Syllabus content	three prescribed subjects	six 20th century world history topics	five regional options	open
Method	four short answer/structured questions	two extended response questions	three extended response questions	open
Component time	1 hour	1 hour 30 minutes	2 hours 30 minutes	approx 20 hours
Assessment weighting	20%	25%	35%	20%

\* indicates main assessment objective

## Objectives

Having followed the history course at higher level candidates will be expected to:

1. comprehend, analyse, evaluate and integrate source material critically as historical evidence
2. demonstrate historical understanding of 20th century world history through the acquisition, selection, effective use and synthesis of knowledge
3. explain different approaches to, and interpretations of, historical events and topics
4. place events in their historical context
5. explain the causes and effects of historical continuity and change
6. present arguments that are clear, coherent, relevant and well substantiated
7. present historical explanations from an international perspective
8. plan, organize and present an individual historical investigation
9. demonstrate an in-depth historical understanding of approximately 100 years of history (from between circa 1750 to 1995) of one region, through the acquisition, selection, effective use and synthesis of knowledge.



# ASSESSMENT MODEL

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As an integrated approach is required for the study and assessment of Diploma Programme history, there is an overlap of the assessment objectives across assessment components. The assessment objectives shown in the model will be given particular emphasis within each assessment component.

## Standard Level

	Paper 1	Paper 2	Internal assessment
Assessment objectives	1*, 3, 4	2*, 3, 4, 5, 6, 7	1, 6, 8*
Syllabus content	three prescribed subjects	six 20th century world history topics	open
Method	four short answer/structured questions	two extended response questions	open
Component time	1 hour	1 hour 30 minutes	approx 20 hours
Assessment weighting	30%	45%	25%

\* indicates main assessment objective

## Objectives

Having followed the history course at standard level candidates will be expected to:

1. comprehend, analyse, evaluate and integrate source material critically as historical evidence
2. demonstrate historical understanding of 20th century world history through the acquisition, selection, effective use and synthesis of knowledge
3. explain different approaches to, and interpretations of, historical events and topics
4. place events in their historical context
5. explain the causes and effects of historical continuity and change
6. present arguments that are clear, coherent, relevant and well substantiated
7. present historical explanations from an international perspective
8. plan, organize and present an individual historical investigation.

# ASSESSMENT DETAILS

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## General

- 1 The method of assessment used by the International Baccalaureate Organization (IBO) is criterion-referenced, not norm-referenced, that is, the method of assessment judges the candidates' work by their performance in relation to identified assessment criteria and not in relation to the work of other candidates.
- 2 Two different methods are used to assess Diploma Programme history: detailed markschemes specific to each examination paper; and markband descriptors. The markband descriptors are published in this guide.
  - 2.1 For paper 1 there is a detailed markscheme specific to each examination paper.
  - 2.2 For paper 2 and paper 3 there are markband descriptors and markschemes. The markband descriptors are related to the objectives established for the history course and the group 3 grade descriptors. The markschemes are specific to each examination.
  - 2.3 For internal assessment a number of assessment criteria have been identified. Each assessment criterion has markband descriptors describing specific levels of achievement.
  - 2.4 The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

## External Assessment

The external assessment consists of three written examination papers (papers 1, 2 and 3) for the HL course and two (papers 1 and 2) for the SL course. The external assessment components contribute 80% at HL and 75% at SL.

## Regions

In papers 2 and 3 candidates are required to give examples from different regions as defined by the map (*see Appendix*). Candidates are expected to demonstrate an international perspective and comparative approach in their answers.

## Case studies and specific examples

Candidates may use case studies from countries of their own choice to answer open-ended questions. Questions on specific events or people will be restricted to those listed in the syllabus.

## Paper 1 (1 hour)

HL 20% SL 30%

- 1.1 The three subjects on which the questions are set are prescribed in advance.

The prescribed subjects for the examination sessions 2003–2007 are as follows:

**Prescribed subject 1:** The USSR under Stalin, 1924 to 1941

**Prescribed subject 2:** The emergence and development of the People's Republic of China (PRC), 1946 to 1964

**Prescribed subject 3:** The Cold War, 1960 to 1979

- 1.2 Sources will be primary or a mixture of primary and secondary; they may be written, pictorial or diagrammatic. Documentary sources in paper 1 cannot be handled with confidence unless candidates have a strong grasp of the historical context of the prescribed subject. It is therefore essential that candidates are directed towards authoritative secondary sources which will provide them with a strong foundation in the prescribed subject.

- 1.3 The number of sources for each prescribed subject varies but does not exceed six. Some questions may be answered using only evidence from the document; in other questions candidates are asked to use their own knowledge as well as evidence contained in the documents.

- 1.4 The purpose of this paper is to give candidates the opportunity to demonstrate the following skills: comprehension, analysis, evaluation, application and synthesis. Each of the questions in the source-based exercise can be classified as one of five types but questions may be classified as a mixture: comprehension/analysis, comprehension/application, analysis/evaluation. The wording of each question will indicate the kind of answer required.

- **Comprehension:** Marks are awarded according to the extent to which the candidate can put into his or her own words the explicit message of the document or selected parts of it.
- **Analysis:** Marks are awarded according to the extent to which the candidate can make inferences, perceive internal relationships, compare and contrast documents, and persuasively explain the meaning and significance of a document or a combination of documents.
- **Evaluation:** Marks are awarded according to the extent to which the candidate can identify and evaluate different interpretations of events presented in the documents and can evaluate the source material critically as historical evidence.
- **Application:** Marks are awarded according to the extent to which the candidate can achieve understanding of the documents, beyond what is possible from internal analysis alone, by applying relevant knowledge to them and by placing the documents in a wider historical context.
- **Synthesis:** Marks are awarded according to the extent to which the candidate can synthesize relevant knowledge at an appropriate level of conceptual sophistication. Candidates will also be given credit for making clear the connection between their knowledge and the document.

- 1.5 Candidates must answer **all four** questions from **one** prescribed subject. The maximum mark for this paper is 25.

## Paper 2 (1 ½ hours)

HL 25% SL 45%

2.1 The six topics on which the questions are based are:

- |                |   |
|----------------|---|
| <b>Topic 1</b> | Causes, practices and effects of war  |
| <b>Topic 2</b> | Nationalist and independence movements, decolonization and challenges facing new states |
| <b>Topic 3</b> | The rise and rule of single-party states  |
| <b>Topic 4</b> | Peace and cooperation: international organizations and multiparty states                |
| <b>Topic 5</b> | The Cold War  |
| <b>Topic 6</b> | The state and its relationship with religion and with minorities                        |

2.2 Questions in this examination paper must be answered with reference to events and developments in the 20th century. Knowledge of the topics beyond 1995 is not required. The paper consists of six sections, each covering one topic. There are five questions on each topic. Where appropriate, and specifically in the case of 20th century world history topics 1, 2, 3, 4 and 5, the structure of each section is:

- two open questions (candidates may use their own examples)
- two specific questions, naming either people or events that are listed in the syllabus
- one question addressing social, cultural, economic or gender issues.

2.3 There is at least one question in each section that requires examples from two different regions.

When the word “region” is used in a question it refers to one of the five regional options defined by the map (*see Appendix*). Where appropriate, candidates should illustrate general points and arguments with examples drawn from one of these regions. Some questions, such as comparative questions, require that examples be drawn from more than one region.

2.4 Candidates are expected to demonstrate in-depth historical knowledge and skills. Vague generalizations and opinions unsupported by historical evidence are not acceptable.

2.5 Questions which refer to specific events or people are restricted to those listed under the heading “Examples of material for detailed study”. Questions of a more general and open-ended nature are also set. Candidates are free to use any relevant material to illustrate and support their arguments when answering this type of question.

2.6 Candidates must answer **two** questions, each selected from a different topic. The maximum mark for this paper is 40.

**Paper 3 (HL only) (2½ hours)****35%**

- 3.1** There are five separate papers, each assessing one of the following regional options.
- Africa
  - Americas
  - East and South East Asia and Oceania
  - Europe (including Russia/USSR)
  - South Asia, the Middle East and North Africa
- 3.2** Candidates are expected to study their chosen sections in appropriate depth in order to demonstrate in-depth historical knowledge and skills.
- 3.3** Questions which refer to specific countries, events or people are restricted to those listed in the syllabus descriptions. Some questions require candidates to make comparisons, some may be regional in a broad sense and others open-ended with a choice left to the candidate. Where comparative questions are set candidates are expected to answer using examples from within their chosen regional option.
- 3.4** Candidates must select **three** questions out of 25. The syllabus of each regional option is divided into 22 sections, and one question will be set on each of these 22 sections. The remaining three questions may be used to test material which occurs in more than one section or they may be used as an additional question for one of the sections already covered.
- 3.5** The maximum mark for this paper is 60.

*(See Appendix for the world map showing division for the regional options.)*

## Markbands for Paper 2 and Paper 3

The markbands concentrate on positive achievement, although for lower levels failure to achieve may be included in the description.

### Markband

<b>0</b>	If the answer does not achieve the standard described in markband 1–3, 0 should be recorded.
<b>1–3</b>	There is very little understanding of the question or relevant knowledge. Appropriate skills and organizational structure are lacking. The candidate's answer is no more than a collection of generalizations or a paragraph or two of facts, bearing little relation to the question.
<b>4–5</b>	Little understanding is shown of the question, which is not addressed effectively. Although some historical facts and comments are present they are limited, often inaccurate and of marginal relevance. There is also very little evidence of appropriate skills and the structure is basic.
<b>6–7</b>	There is some indication that the question is understood. The question is partially addressed, and there is a limited amount of accurate and relevant knowledge. There is a limited demonstration of skills, focus and structure.
<b>8–10</b>	The demands of the question are generally understood. The question may be answered with a relevant coherent argument which is supported by limited material. Alternatively, the answer contains accurate knowledge but is mainly descriptive or narrative with implicit analysis or explanatory comments, or it is made relevant by its conclusion. Some attempt to structure an answer (chronologically or analytically) is evident.
<b>11–13</b>	The demands of the question are understood and addressed, although not all the implications are considered. The answer is supported by accurate, relevant and adequate knowledge and has either an analytical structure or a soundly focused combination of narrative and analysis.
<b>14–16</b>	The demands of the question are effectively and relevantly addressed, usually in a structured framework. The answer is clearly supported by appropriate factual knowledge and demonstrates a consistent level of analytical ability, although all aspects may not have been addressed.
<b>17–20</b>	The demands of the question are effectively and relevantly addressed in a clearly structured and focused essay. Arguments are detailed and well developed. At the upper end of this markband the answer will, in addition, demonstrate <b>one</b> of the following: a well developed awareness of historiographical issues; a good conceptual ability; or a successful challenge to the assumptions implied in the question.

# Internal Assessment

## General

- 1 Internal assessment is an integral part of the history course and is compulsory for both higher level and standard level candidates. It enables candidates to demonstrate the application of their skills and knowledge in history and to pursue their personal interests without the time constraints associated with written examinations.

## 2 Guidance and Authenticity

The historical investigation must be the candidate's own work. However, it is not the intention that candidates should decide on a title or topic and be left to their own devices. The teacher should play an important role during both the planning stage and while the candidate is working on the investigation.

- 2.1 It is the responsibility of the teacher to ensure that candidates are familiar with:
  - the requirements of the type of work internally assessed
  - the assessment criteria.
- 2.2 Teachers and candidates will need to discuss the investigation. Candidates should be encouraged to initiate discussions with the teacher to obtain advice and information, and candidates must not be penalized for seeking guidance. However, if a candidate could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Vade Mecum*.
- 2.3 Teachers must explain clearly to candidates that the internally assessed work must be entirely their own and that candidates are required to sign a written declaration to this effect, verified by the teacher, when they submit the work for internal assessment.
- 2.4 Teachers are required to ensure that the work submitted is the candidate's own. If in doubt, authenticity may be checked by discussion with the candidate on the content of the work and scrutiny of one or more of the following:
  - the candidate's initial proposal
  - the first draft of the written work
  - the references cited and the bibliography
  - the style of writing compared with work known to be that of the candidate.
- 2.5 As part of the learning process, teachers can give advice to candidates on a first draft of the investigation. This advice should be in terms of the way the investigation could be improved but this draft must not be heavily annotated or edited by the teacher. Constant drafting and redrafting is not allowed and the next version handed to the teacher after this first draft must be the final one.
- 2.6 The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

### 3 Time Allocation

- 3.1** Internal assessment is an integral component of the history course, contributing 20% (HL) and 25% (SL) to the final assessment in the higher level and the standard level courses, and this weighting should be reflected in the total time allocated to the investigation.
- 3.2** It is recommended that a total of approximately 20 hours (HL and SL) should be allocated to the historical investigation. This should include:
- time for the teacher to explain to candidates the requirements of the investigation, including ethics and confidentiality
  - class time for candidates to work on their investigation
  - additional time spent outside normal class time for candidates to work on their own
  - time for consultation between the teacher and each candidate
  - time to review and monitor progress, and to check authenticity.

## Historical Investigation

### I Introduction

The historical investigation is a problem-solving activity which enables candidates to demonstrate the application of their skills and knowledge to an area which interests them and which need not be syllabus related. The emphasis must be on a specific historical enquiry tied to classroom activities that enables the candidate to develop and apply the skills of a historian, such as making sense of source material and managing conflicting interpretations. The activity demands that candidates search for, select, evaluate and use evidence to reach a decision or solve a problem. The investigation is not a major piece of research—candidates are only required to evaluate two of the sources they have used. However, these must be appropriate to the investigation and critically evaluated. The account should not be written up as an essay but in the style outlined later in this section. The internal assessment allows for flexibility and should encourage candidates to use their own initiative. Examples of the types of investigations candidates may undertake are:

- a historical topic or theme using written sources or a variety of sources
- a historical topic based on fieldwork; for example, a museum, archeological site, battlefields, churches
- a historical problem using documents (this could include newspapers)
- a local history project
- a history project based on oral interviews
- a historical investigation based on interpreting a novel, film, piece of art, for example.



## 2 Requirements

- 2.1 Candidates will be required to:
- undertake a historical investigation
  - provide a title for the historical investigation which, in order to give focus and direction, may be framed as a question
  - produce a written account, of between 1500–2000 words for HL and SL, which must consist of:
    - an outline plan of the historical investigation
    - a summary of evidence
    - an evaluation of sources
    - an analysis
    - a conclusion.
- 2.2 The historical investigation will be internally assessed by the teacher and externally moderated by the IBO.

## 3 Choice of Topic

- 3.1 Candidates should choose their own topic, with the teacher's guidance. The topic should be one that seems interesting and worthwhile to the candidate.
- 3.2 The teacher must approve the investigation before work is started, and must ensure that it complies with the regulations and is able to be assessed by the criteria for internal assessment.
- 3.3 Candidates must be aware of ethical considerations when undertaking any investigation. They must show tact and sensitivity, respect confidentiality and acknowledge all sources used.

## 4 The Written Account

Regardless of the type of historical investigation chosen, every candidate **must** produce a written account consisting of the following six sections:

- |   |
|---|
| <p><b>A</b> Plan of the investigation<br/> <b>B</b> Summary of evidence<br/> <b>C</b> Evaluation of sources<br/> <b>D</b> Analysis<br/> <b>E</b> Conclusion<br/> <b>F</b> List of sources</p> |
|---|

### A Plan of the investigation

The plan of the investigation should include:

- the subject of the investigation which may be formulated as a question
- the methods to be used in the investigation.

### B Summary of evidence

The summary of evidence should indicate what the candidate has found out from the sources he or she has used. It can be in the form of either a list or continuous prose. Any illustrations, documents, or other relevant evidence should be included in an appendix and will not be included in the word count.

### C Evaluation of sources

This section of the written account should be a critical evaluation of two important sources appropriate to the investigation and should refer to their origin, purpose, value and limitation. More than two sources may be evaluated but the emphasis should be on the thorough evaluation of two sources rather than a superficial evaluation of a greater number.

### D Analysis

The analysis should include:

- the importance of the investigation in its historical context
- analysis of the evidence
- if appropriate, different interpretations.

### E Conclusion

The conclusion must be clearly stated and consistent with the evidence presented.

### F List of sources

A bibliography or list of sources must be included although this will not form part of the word count.

**Total: 1500–2000 words**

**20 marks**

## Using the Internal Assessment Criteria

Teachers should judge the internally assessed work (HL and SL) against the assessment criteria.

1. The same assessment criteria are used at higher level and standard level. For each assessment criterion there are markband descriptors which concentrate on positive achievement.
2. The aim is to find, for each criterion, the descriptor which conveys most adequately the level attained by the candidate's work using the best-fit model.
3. When assessing a candidate's work, teachers should read the descriptors for each criterion until they reach a descriptor which most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one which more appropriately describes the candidate's work should be chosen.
4. Where there are two or more marks available within a markband teachers should award the upper marks if the candidate's work demonstrates most or all of the qualities described. Teachers should award the lower marks if the candidate's work demonstrates some of the qualities described.
5. Only whole numbers should be recorded: partial marks, fractions and decimals are not acceptable.
6. Teachers should not think in terms of a pass/fail boundary but should concentrate on identifying the appropriate descriptor for each criterion.
7. The highest descriptors do not imply faultless performance but should be achievable by a candidate. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
8. A candidate who attains a high level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the others. Teachers should not assume that the overall assessment of the candidates will produce any particular distribution of scores.
9. It is recommended that the assessment criteria and their descriptors be available to candidates at all times.

## Internal Assessment Criteria

The historical investigation (HL and SL) is assessed against six criteria which are related to the objectives for the history course.

<b>Criterion A</b>	Plan of the investigation	2 marks
<b>Criterion B</b>	Summary of evidence	5 marks
<b>Criterion C</b>	Evaluation of sources	4 marks
<b>Criterion D</b>	Analysis	5 marks
<b>Criterion E</b>	Conclusion	2 marks
<b>Criterion F</b>	Sources and word limit	2 marks
<b>Total</b>		<b>20 marks</b>

### A Plan of the Investigation

#### Markband

<b>0</b>	There is no plan of the investigation or it is inappropriate.
<b>1</b>	The scope and plan of the investigation are generally appropriate but not clearly focused.
<b>2</b>	The scope and plan of the investigation are entirely appropriate and clearly focused.

### B Summary of Evidence

#### Markband

<b>0</b>	There is no evidence.
<b>1–2</b>	The investigation has been poorly researched and insufficient evidence has been produced which is not always referenced.
<b>3–4</b>	The investigation has been adequately researched and some supporting evidence has been produced and referenced.
<b>5</b>	The investigation has been well researched and good supporting evidence has been produced which is correctly referenced.

## C Evaluation of Sources

### Markband

- |            |   |
|------------|---|
| <b>0</b>   | There is no description or evaluation of sources.   |
| <b>1</b>   | Sources are described but there is no reference to their origin, purpose, value and limitation.   |
| <b>2–3</b> | The evaluation of sources is generally appropriate and adequate but reference to their origin, purpose, value and limitation, is limited. |
| <b>4</b>   | The evaluation of sources is thorough and there is appropriate reference to their origin, purpose, value and limitation.                  |

## D Analysis

### Markband

- |            |  |
|------------|--|
| <b>0</b>   | There is no analysis.  |
| <b>1–2</b> | There is some attempt at analysing the evidence and the importance of the investigation in its historical context.   |
| <b>3–4</b> | There is analysis of both the evidence and the importance of the investigation in its historical context. Where appropriate, different interpretations are considered.   |
| <b>5</b>   | There is critical analysis of the evidence and the importance of the investigation in its historical context. Where appropriate, different interpretations are analysed. |

## E Conclusion

### Markband

- |          |  |
|----------|--|
| <b>0</b> | There is no conclusion.  |
| <b>1</b> | The conclusion is not entirely consistent with the evidence presented.       |
| <b>2</b> | The conclusion is clearly stated and consistent with the evidence presented. |

## F Sources and Word Limit

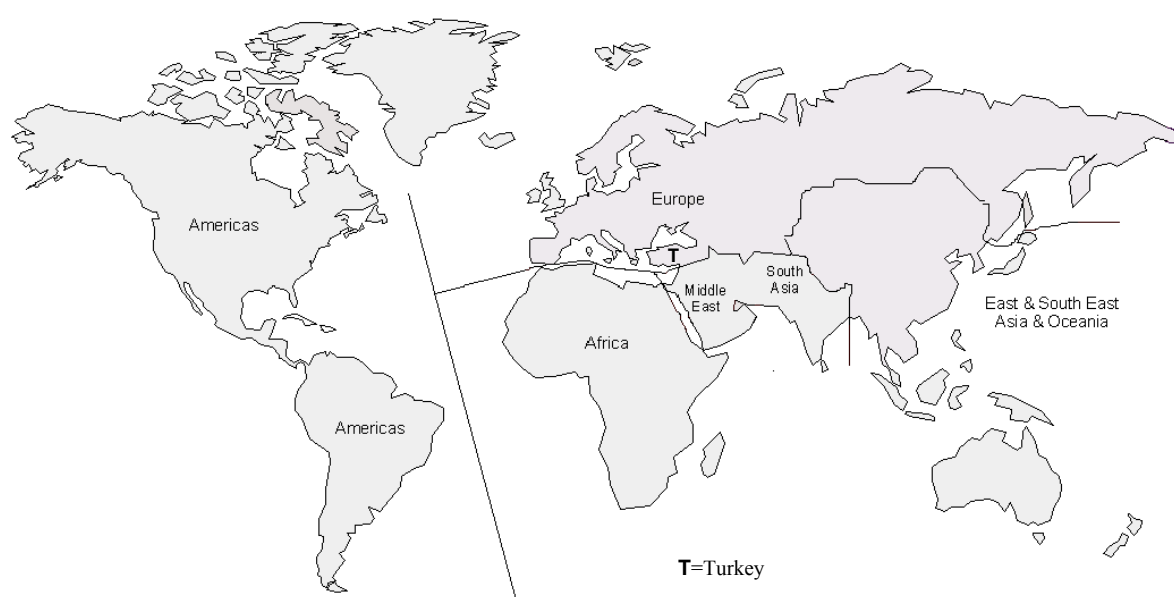
### Markband

- |          |   |
|----------|---|
| <b>0</b> | A list of sources is not included and/or the investigation is not within the word limit.  |
| <b>1</b> | A list of sources is included but it is incomplete, or one standard method of listing sources is not used consistently. The investigation is within the word limit. |
| <b>2</b> | A comprehensive list of all sources is included, using one standard method of listing sources consistently. The investigation is within the word limit.             |

# APPENDIX

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## World Map Showing Division for Regional Options



- Notes:
1. Turkey is included in two regional options: Europe (including Russia/USSR); and South Asia and the Middle East (including North Africa).
  2. North Africa is included in two regional options: Africa; and South Asia and the Middle East (including North Africa).